



Early Years Foundation Stage (EYFS) policy

Barndale House School

"What I learn today, prepares me for tomorrow."

Approved by:	Mark Phillips	Date: January 2024
Written by:	Alice Reilly	Date: December 2023
Last reviewed on:	January 2024	
Next review due by:	January 2027	

Contents

1. Aims	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum	2
5. Assessment	3
6. Working with parents	4
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements.....	4
Appendix 1. List of statutory policies and procedures for the EYFS	6

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

At Barndale House School, we consider the needs of each individual learner, which means that we do not have a class specifically for EYFS only. Our youngest children and those requiring a more sensory-based curriculum are taught across three classes, with some children accessing a blended curriculum.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework as part of the school's Engagement Pathway. Communication is at the heart of our curriculum and underpins everything we do to enhance children's ability to develop their independence.

The Foundation Stage Curriculum consists of seven areas of learning and development that are equally important and inter-connected. Through these areas, children learn skills, acquire new knowledge and demonstrate their understanding. These seven areas are divided into two groups; Prime areas and Specific areas. The three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Within this framework curriculum, each child follows their own bespoke curriculum, based on their needs and targets as outlined in their Education Health Care Plan.

4.1 Planning

At Barndale House School staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience that enables every child to reach their potential. Our school motto, “What I learn today, prepares me for tomorrow”, is central to our holistic approach and our planning of incremental steps for each child to create firm foundations and build their learning. Our staff plan activities and experiences for children that enable each child to develop and learn effectively. In order to do this, there is a strong focus on the three prime areas. There are also close links and joint planning with relevant services from other agencies, where appropriate.

In planning and guiding children’s activities, staff consider the different ways that children learn, their current capabilities and their next steps, and include these in their practice. This is reflected in the personalised, inclusive, enabling environments, within which children learn and develop their independence.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. Play is essential for children’s development, building their independence, confidence and tolerance of others working beside them. It enables children to communicate, investigate and explore concepts and ideas. At Barndale House School, children are given the time and space they need to practise new skills, to revisit prior learning and to build upon these experiences at their own level and pace. Staff take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning.

5. Assessment

At Barndale House School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape planning, both in the moment and future planning. Staff also take into account observations shared by parents and/or carers.

Each term, staff review children’s development, using their professional judgement, observations and evidence of the child’s work, and provide parents and/or carers with a summary of the child’s progress in relation to their individual targets. This ‘progress check’ highlights the areas in which a child is progressing well and the areas in which additional support is needed.

In line with the whole school policy, B Squared is used to record children's progress on the Engagement Curriculum, across the seven areas of the EYFS framework, and is updated at least termly. Children are also assessed on their "Readiness to Learn".

Where applicable, within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the Reception year**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check, and, where appropriate, the EYFS profile, helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person along with the school's Family Support Worker also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by supporting children to make healthy choices. Where appropriate, we conduct supervised toothbrushing. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Mark Phillips, head teacher, every three years.
At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Procedure for responding to illness	Health and Safety policy
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	School Emergency Protocol
Procedure for checking the identity of visitors	See child protection and safeguarding policy & Visitors Policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Complaints Procedure Policy